

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some literatures that are related to the study. Literature is needed to give theoretical explanation. The theories that are expressed in this chapter are about the speaking skill, the concept of teaching speaking, and the concept of card games.

2.1 The Speaking Skill

Speaking is the ability to communicate, express or convey thoughts, ideas, messages or feelings orally. According to Harmer (2001), the ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language 'on the spot'. It means that speaking is the ability to communicate that aims to get information. Speaking skill needs to be mastered because people use it when they express their ideas to others. In language teaching and learning, speaking is considered a skill to practice and master.

Furthermore, English becomes a foreign language in Indonesia. Students are required to master English, especially in speaking skills. Speaking is an important skill which is needed to make the students active to use the language communicatively. However, it is not easy to learn English and to make it easier to learn English, there are several aspects to be considered. Harris (1974), mentions that there are four aspects of language: pronunciation, grammar, vocabulary, fluency, and comprehension. The first is pronunciation, it is ways of words are pronounced. One who learns English as a foreign language must be able to use

English pronunciation as well as other skills in the language. The second is grammar, it is a rule system in a language. Grammar is a system of units and patterns of language. The third is vocabulary, it is the words used in a language. We can not speak at all without vocabulary. The fourth is fluency, it is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language. The fifth is comprehension, it denotes the ability of understanding the speaker's intention and general meaning good comprehension refers to good understanding. If someone language understanding is good, it will affect the speaking ability.

2.2 The Types of Speaking

There are some types of language in speaking skills. According to Brown (2001), language teaching is devoted to instruction in mastering English conversation. There are two main categories of the types of oral language are monologue and dialogue.

2.2.1 Monologue

It is the oral language involves only one person in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. Monologue can be divided into two types, namely planned monologue and unplanned monologue.

1. Planned monologue

It is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently.

2. Unplanned monologue

It is the person who speaks in monologue does not use any notes or texts, all words spoken emerge from the speaker's mind naturally and spontaneously.

2.2.2 Dialogue

It is the oral language involves two or more speaker in it. The function of dialogue can be divided into two types, which is interpersonal and transactional.

1. Interpersonal

Interpersonal is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, and games.

2. Transactional

Transactional is carried out for the purpose of conveying or exchanging specific information. For example, the conversation which is done in pair work.

According to Brown (2001), there are six types of classroom speaking performance that student are expected to carry out in the classroom, namely imitative, intensive, responsive, transactional, interpersonal and extensive. Each of them is explained in the following parts:

1. Imitative

Learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form, it also

can be defined as drills in which the learner simply repeats a phrase or structure for clarity and accuracy.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language such as minimal pairs or repetition of series of imperative sentence. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogue such as series of answers to yes/no questions. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. It can be the form of dialogues conducted for the purpose of information exchange, such as information gathering interviews, role plays, or debates.

5. Interpersonal (dialogue)

The order form of conversation mentioned in the previous was interpersonal dialogue, which is carried out more for the purpose of maintaining social relationship than for the transmission of fact and information, such as personal interviews or casual conversation role play. Learners would need to learn how

such feature as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

Student at intermediate to advanced levels are called on to give extended monologues in the form of oral report summaries of perhaps short speech.

2.3 The Card Games

Card games are a games using by cards. According to Richards, Platt, and platt (1992), a game is an organized activity that usually has the following properties: a set of rules, competition between players, and communication between players by spoken or written language. Game is also defined as an “activity with rules, a goal, and an element of fun” (Hadfield, 1990). It means that by using game is simply that they are immensely enjoyable for both teacher and student. For the teacher, by using games she can handle the class, because the teacher can know the ability of students one by one.

Games are where students are more active in speaking and communication. As Harmer (2001), states that games which are design to provoke communication between students frequently depend on an information gap. It means that by using the game, some materials will be easier to understand, because the students really enjoy learning and communicating.

Therefore, using card games can have a positive effect for both teachers and students, students will be more interested in learning and also motivated in learning English to improve their speaking skill. On the other hand, a teacher can more easily control the student's learning activities during the class.

2.3.1 The Function of Card Games

Games are good media both teachers and students, using game can help the students learn better, students can also feel happy and relax without anxiety. By applying the game in the classroom, the teacher will create an atmosphere that will increase students' desire to learn. Students learn how to improve their skills and train their skills. As well, Dalton (2006), argues that by using games in teaching, teacher not only found it as one way to deliver the material in fun way but also as practice for students to improve their ability including speaking, writing, reading, and listening.

The only reason for using card game is simply that they are immensely enjoyable for both teacher and student. For the teacher, by using card games she can handle the class, because she can know the ability of students one by one, with card game she also can produce variety of game which can make student active in speaking class, she can also provide motivation to students. For the students, card game can make student happy and fun in the classroom. It can make students express their idea based on the card. Brown (2007), elucidates that motivation is something that can, like self-esteem, be global, situational, or task oriented. It means that motivation is needed for students to help them become more confident and active in the class.

2.3.2 The Type of Card Games

There are many games that use cards to help students in learning. According to Hadfield (1990), stated that games are the best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game

involves, hand out the photocopied cards, giving the students a little while to study them, and then demonstrate the game with one of the students in front of the class. It means that the idea of game is probably easier for students to grasp from seeing the cards than from a verbal explanation, and that as they become more familiar with the idea of games and technique used, any initial problems caused by unfamiliarity will quickly disappear.

The types of games that uses the card as a tool such as sorting, ordering, or game settings, guessing games, etc. Hadfield (1999), mentions uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type, namely:

1. Sorting, ordering, or arranging games

The students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2. Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-

the-difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. Guessing games

Matching games as the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

4. Labeling games.

These are a form of matching, in that participants match labels and pictures.

5. Flashcard

According to Harmer (2001), mentions that pictures can be in the form of flashcard, flashcard is smallish cards which we can hold up for our students to see. Picture of all kinds can be used in multiplicity of ways, as the following examples show:

a. Drills

With lower level students a traditional use for pictures, especially flashcard is in cue respond drills. Flashcard is particularly usefull of 'drilling' grammar items, for cueing different sentences, or practise vocabulary.

b. (Communication) games

Pictures are extremely useful for a variety of communication activities, especially where they have a game like feel, such as discribe and draw activities where one student discribes a picture and a paired classmate has to draw the same picture without looking at the original.

c. Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning.

d. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson.

e. Discussion

Pictures can stimulate questions such as: *What is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this picture in you home? Why? Why not? And so on.*

2.3.3 The Card Games for Encouraging Students' Speaking Skill

This game includes flashcard which have words, pictures, color, shape and symbols. According to Arsyad (2011), stated that flashcard is small cards containing pictures, texts, or symbols to remind and stimulate the students on a certain thing. In the from of pictures, a flashcard is usually in 8 x 12 cm and it can be used in a big or small class consisting of 30 or 60 students. It means that flashcard is a small or large card that many students can play as a tool in the form of a picture card.

By using flashcard, there are many advantages to use flashcards for students, the first is students can improve their speaking skills, and the last is students can feel comfortable and enjoy in the learning process at the classroom. According to Septiani (2005), said there are several adventages of teaching English by using

flashcards are as follows; flashcards attract the students' interest, stimulate and motivate students to learn, help students to understand the meaning of word better, strengthen the students' memory of stimulus.

2.3.4 Procedure of Card Games

In this research, the researcher uses flashcard, the researcher combines two types of flashcard, such as words flashcard and picture flashcard, the researcher calls "Picture Smart" card game. According to Haycraft, in Nugroho (2001), mentions that there are two types of flashcard, such as words flashcard and picture flashcard, there are as follow:

- a. Words flashcard is the cards on which words have been printed, when practicing word order, the teacher can use a number of cards representing all the words in sentences. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class as a whole or individual students.
- b. Picture flashcard is useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example, to illustrate the characters in dialogue, to help students improve. Picture flashcard can be used as prompts for simple substitution drills. They are also useful for identifying verbs on action.

The researcher uses flashcards as a technique in teaching speaking. The researcher believes that using flashcard in a game by using the card as a learning tool will greatly help students improve their speaking skill. Researcher calls it "Picture Smart" card game. Picture Smart card is a card game that uses picture

and vocabulary which consists of professions such as teachers, police, firemen, astronauts that can be guessed by students.

The researcher uses art paper as a material for making the cards and the size of card usually about 25x30 cm. The researcher will print cards in lots of colorful patterns to make students more interested in using cards. (Figure 2.1).



Figure 2.1 The cards

The procedures of applying card game in encouraging students' speaking skill explain as follow:

1. Preparing the tools that used in card games, such as picture card, blindfold and chair which has already design based on the teaching topic.
2. The students are divided into five groups consist of one leader, and each of the groups will hold a card that they will guess.
3. The teacher will be demonstrating and telling the rules to the students how to play the game. The teacher gives flashcard to the leader of the group. Then, one of the group will guess the card, and will be assisted by other groups. The group who get the flashcard have to guess the card that they

have without seeing the card, the card will be placed over the head of the leader group, and the other groups will help by answering yes or no.

4. If that group can guess the card then they must discuss to present the card to all groups with time specified, and so do other groups.
5. While the students playing the game, the teacher assess and observe the activities they have done.

